

Satisfaction of Students and Academic Performance in Benadir University

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Abstract

This study examines the role of satisfaction on students' academic performance and investigates the relationship between satisfaction of students and academic performance and explores other factors that contribute academic performance. A correlation research was used. The study population was the third and the last year students of Benadir University in Mogadishu, Somalia and a sample of 133 were drawn. A questionnaire was used in the study to collect the data from the respondents and analyzed by using correlation statistics. The study found that there is strong relationship between satisfaction of students and academic performance as Pearson correlation displayed in table one. The study also found that satisfaction promotes both academic achievement and student retention.

Keywords: Satisfaction of Students, Academic performance and Benadir University

1. Introduction

There are investigated factors that affect student performance in postsecondary settings is a common practice in Western educational systems. It is intuitive that a strong academic background and skill set is important to college achievement. However, it is normally believed that a host of other student personal and institutional attributes impacts student attitudes, or their satisfaction with the college experience. Ajzen and Fishbein (1980) theorized that an individual's intentions, and thus their behavior, may be predicted by attitudes. From this basis, other researchers have offered that student satisfaction supports their intention to stay in college, which supports student retention(. Martirosyan, Saxon, & Wanjohi, 2014)

The retention of students is significant for fulfilling the primary objectives of educating and graduating students, but also from the viewpoint of college enrollment management. It is likely that retaining students already matriculating through a college curriculum is less expensive than recruiting a new student. In a report on undergraduate student recruitment developed by Noel Levitz (2011), it was made apparent that institutions spend important amount of money to recruit new students (. Martirosyan, Saxon, & Wanjohi, 2014)

Satisfaction is the consumer's sense that consumption provides outcomes against a standard of pleasure versus displeasure." (Oliver, 1999, p. 34). The satisfaction concept has also been tended recently to the context of higher education. The still limited amount of research suggests that student satisfaction is a complex concept, consisting of several dimensions (Marzo-Navarro *et al.* 2005ab; Richardson, 2005). By referring to Oliver and DeSarbo's (1989) definition of satisfaction, Elliott and Shin, (2002, p. 198), describe student satisfaction as the favorability of a student's subjective evaluation of the various outcomes and experiences associated with education. Student satisfaction is being shaped continually by repeated experiences in campus life (Gruber, Fuß, Voss, & Glaeser-Zikuda, 2010).

Satisfaction is a well-researched topic in both academic and non-academic settings, in academic settings, students' satisfaction data helps colleges and universities make their curriculum more responsive to the needs of a changing marketplace (Eyck, Tews & Ballester, 2009; Witowski, 2008). In making curriculum more effective and responsive, it is important to evaluate effectiveness measures concerning the curriculum of each college, department, and program (Ratcliff, 1992; Elliott & Healy, 2001; Özgüngör, 2010; Peters, 1988; Billups, 2008; Aman, 2009). The effectiveness of a curriculum can be evaluated using direct performance measures (e.g., comprehensive exams, projects, and presentations) and by indirect performance measures, e.g., students' satisfaction with the curriculum (Tessema, Ready, & "William" Yu, 2012)

Continuous monitoring and improvement of unit teaching quality are an essential 'close-loop' activity for university educators who can seek formal tertiary student feedback and comments to teaching staff (e.g. indicating student satisfaction) that also invite students to reflect their learning experience. On the other hand, student assessment performance is a direct measure to evaluate their achievements through rigorous assessment activities. The relationship between student satisfaction and academic performance is important in contemporary higher education, attracting much attention by teaching practitioners and academics because it may reinforce powerful synergies at work in students' educational experience. Biner et al. (2002) demonstrated that higher level of relative performance (telecourse performance vs. prior academic performance) were associated with student satisfaction with the technological aspects of courses, student satisfaction with the promptness of material exchange with the instructor, and overall student satisfaction(Lucey, 2013).

In today's competitive academic environment where students have many choices available to them, factors that empower educational institutions to attract and retain students should be seriously studied. Higher education institutions, which want to gain competitive edge in the future, may need to begin searching for effective and creative ways to attract, retain and foster stronger relationships with students. As a private organization, it has to depend on the interaction and mechanism of the market. Student satisfaction has become a major challenge for the universities and it has been recognized that student satisfaction is the major source of competitive advantage and this satisfaction also leads towards student retention, attraction for new students and positive word of mouth communication, as well (Arambewela & Hall). It has been recognized and reported in earlier studies that long term survival and success of the universities depending upon the quality of services and the effort made by them to achieve that distinguishes one university from other universities (Asaduzzaman1, Hossain, & Rahman, 2013).

In Africa, Mbua (2003) implies that motivated and satisfied teachers are most likely to affect the students' learning positively while the opposite of that may have negative impacts on students' performance. Educational leaders and administrators/managers have to pay special attention to the phenomena of motivation and job satisfaction. Quaglia, Marrion & McIntire (2001) suggest that future research should consider whether teachers who are dissatisfied with their jobs negatively affect students' academic performance and whether teachers who are satisfied with their jobs have a positive impact on students' academic performance.

In Somalia, to the researchers' best awareness, there is lack of academic publications of satisfaction of students and academic performance of Somali higher education students therefore, this paper examines satisfaction of students and academic performance in Benadir University, Mogadishu, Somalia.

2. Literature review

School, colleges and universities have no value without student. Students are the most important asset for any educational institute. The social and economic progress of the country is directly linked with student academic performance. The students' performance academic achievement plays significant role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development (Ali et.al, 2009). Student academic performance measurement has received considerable attention in previous research, it is challenging aspects of academic literature, and science student performance are affected due to social, psychological, economic, environmental and personal factors. These factors strongly influence on the student performance, but these factors vary from person to person and country to country (Mushtaq & Nawaz Khan, 2012).

Students' academic performance in higher education is affected by various socioeconomic, psychological, and environmental factors (Hijazi& Naqvi, 2006). It is always in the best interest of educators to measure students' academic performance. This allows them to evaluate not only students' knowledge levels but also the effectiveness of their own teaching processes, and perhaps, provide a gauge of student satisfaction (. Martirosyan, Saxon, & Wanjohi, 2014)

Objectives of the study

1. To find out the role of satisfaction on students' academic performance.
2. To investigate the relationship between satisfaction of students and academic performance.
3. To find out other factors that contribute academic performance

RESEARCH METHOD

Research Design

This study follows correlation survey design. It is cross-sectional and both qualitative and quantitative in nature. In analytical research, the researcher has to use facts or information that have already been available, and analyze them to make a critical evaluation .The function of research design is to provide for the collection of relevant information with minimal expenditure of effort, time and money (Catherin, R, & Ranji, 2002).

Research Population

The Study was conducted among 200 students of ten different faculties of Benadir University namely Faculty of Medicine and Surgery, Faculty of Computer Science and IT, Faculty of Education, Faculty of Engineering and Technology, Faculty of Sharia and Law, Faculty of Health Science, Faculty of Economics and Management and Faculty of Geosciences and Environment, Faculty of Veterinary science and Faculty of Agriculture Science. The researchers selected Benadir University because it is one of the main institutions that provides education programs to Somali Diaspora and the other students from the regions the country consists of.

Sample Size

From the target population of 200 students, the researchers selected 133 respondents as the sample size. The key respondents comprised of the third and last year only. The researchers used Slovence's formula to select the

respondents of the study from the population; using the following formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the required sample size, N is the target population size and e is the standard error or level of significance, which is popularly known to be =0.05 or 5%. For this study, N = 200 and so the sample size was calculated as follows;

$$n = \frac{200}{1 + 200(0.05)^2} = 133$$

To enhance the quality of the study, the researchers made sure any effort to reach the validity and reliability coefficient of at least 0.751 or 75.1%; 0.711 or 71.1%, 0.631 or 63.1% respectively, Therefore the reliability is accepted as valid in research and the primary data was analyzed using cronbach's Alpha by the help of SPSS as shown below.

Cronbach's Alpha

NO:	Variables	Items	Delete	Cronbach's Alpha
	Satisfaction of Students	4	0	0.751
	Academic Performance	4	0	0.711
	Other Factors	4	0	0.631

Findings

Demographic Information of the Respondents

The following table displays Demographic information of the respondents like gender, age, education qualification and **78.9%** of the study respondents were male and **21.1%** were female. This emphasizes that the male contributed more than the female in the study. **94.7%** of the respondents aged between 20-39. **5.3%** of the respondents were at the age of 40-59. Thus, this points out that majority of the respondents aged between 20-39. Majority of the respondents were the last year (**69.9%**). **30.1%** of respondents were third year.

Pearson correlation was utilized to determine the relationship between the variables being investigated. Satisfaction of students and Academic performance in Benadir University, Mogadishu, Somalia. There is strong relationship between Satisfaction of Students and Academic Performance as Pearson correlation displayed and the table below shows the results.

Table1: Correlation Analyzes

Correlations			
Variables		Satisfaction.of.Students	Academic.performance
Satisfaction.of.Students	Pearson Correlation	1	.502**
Academic.performance	Pearson Correlation	.502**	1
Correlation is significant at the 0.01 level (2-tailed).			

The first objective of the study was to analyze the role of satisfaction on students' academic performance at Benadir University in Mogadishu, Somalia. Four point likert scale was employed to find out the role of satisfaction on students academic performance and contained four questions. The Grand mean implies (**2.70**) and standard deviation of (**1.07**). This shows that majority of the respondents agreed that satisfaction of students is a strategy to retain the students owing to the existing competition among the public and private universities in Mogadishu, Somalia. In the light of that, Benadir University always seeks the satisfaction and retention of the students. However, students who reported lower satisfaction had lower academic performances but as the mean demonstrates, all the respondents asked reported higher satisfaction and the table below shows:-

Table 2: Descriptive analyzes of the role of satisfaction on students' academic performance.

Statements	Mean	Standard deviation	Interpretation
1. Students have well- qualified lecturers.	2.69	1.053	High
2. Students get the materials required to promote their education.	2.59	1.053	High
3. The university provides students with efficient services.	2.70	.990	High
4. The university arranges summer seminars for student capacity building.	2.80	.981	High
Grand Mean	2.70	1.02	High

Source: Primary Data, 2016

The second objective of the study was to examine the relationship between satisfaction and academic

performance at Benadir University in Mogadishu, Somalia. Four point likert scale was utilized to explore satisfaction and academic performance and contained four questions. The Grand mean implies **(3.09)** and standard deviation of **(0.93)**. This illustrates that there is a significant relationship between the two variables as shown by the mean which scored high in terms of the responses of the respondents. If the student is satisfied his or her academic performance sounds good, if dissatisfied vice versa. Therefore the grand mean accounted for **(3.09)** and standard deviation **(0.93)**. This emphasizes that majority of the respondents are satisfied with their academic performances. The table mentioned below illustrates the data.

Table 3: Descriptive analyzes of Satisfaction and Academic Performance.

Statements	Mean	Standard deviation	Interpretation
5. Students mid-term exams sound good.	3.04	.839	High
6. Students have virtuous feedback in terms of class discussions..	3.06	.886	High
7. Students take courses they are satisfied.	3.08	1.08	High
8. Students have either class or homework Assignment for student capacity building.	3.21	.946	High
Grand Mean	3.09	0.93	High

Source: Primary Data, 2016

The third objective of the study was to find out the factors that contribute academic performance. Four point likert scale was used to come to know the factors that encourage academic performance and contained four questions with a mean of **(3.20)** and standard deviation of **(0.98)**. This affirms that lecturer's good performance, student-instructor interaction, learning environment as well as communication skills are some of the main factors that promote academic performance. The table under mentioned illustrates the data.

Table 4: Descriptive analyzes of Factors That Contribute Academic Performance.

Statements	Mean	Standard deviation	Interpretation
9. Good communication skills contribute the satisfaction of the students.	3.01	1.118	High
10. Learning environment promotes satisfaction of students and academic performance.	3.14	.993	High
11. Student-instructor interaction participates students' academic achievement..	3.28	.899	Very High
12. Lecturer's good performance may encourage satisfaction of students.	3.36	.902	Very High
Grand Mean	3.20	0.98	High

Source: Primary Data, 2016

Discussion

The study focused on three main objectives including the role of satisfaction on students' academic performance, the relationship between satisfaction of students' and academic performance and exploring the other factors that contribute academic performance. The research found that satisfaction promotes both academic achievement and retention of the student. The findings of the study were supported by Hassani and Aghdas (2014) their study examined the relationship academic performance and satisfaction and stress of female student. Their study found that getting academic degree is not all of the success, but attaining satisfaction is the actual meaning of success. Many people achieved the highest levels of academic degrees but didn't enjoy their life spent for study. For this, education and training based on students' satisfaction is one of the main duties of researchers and planners of educational system (Ezzat et al., 2009).

According to Afzaal Ali and Israr Ahmed (2011) studied the key factors for determining students' satisfaction in distance learning courses: A Study of Allama Iqbal Open University. Their study revealed that the satisfaction of a student can be determined from his level of pleasure as well as the effectiveness of the education that the student experiences. In this regard, satisfaction can be considered as the act of satisfying a need or desire in achieving a planned goal.

Conclusion

The main objectives of the study were to find out the role of satisfaction on students' academic performance, to investigate the relationship between satisfaction and academic performance as well as the other factors that contribute academic performance. The study found that satisfaction promotes both academic achievement and retention of the student.

Limitation and Recommendation

The only limitation the study has is the utilization of a single university in Mogadishu, Somalia. With respect to this, the study recommends to employ larger sample size to get various findings.

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